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AUTHOR Adams, John P.; Elmore, Randy F.
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ABSTRACT

Comparisons were made of entering teacher education students' characteristics and attitudes at Georgia Southern College (GSC) and at the University of Georgia (UGA). Major findings were that more students at GSC were female and more were transfers at UGA. Students at UGA possessed higher achievement scores and were more intelligent, assertive, and tense. GSC students possessed lower achievement scores and were found to be more conscientious and self-sufficient. No significant differences existed between GSC and UGA students in terms of personal beliefs. However, UGA students appeared to be significantly more in agreement with Dewey's teaching practices. No significant differences existed in levels of dogmatism. Test scores for each school are appended in tabular form, and a summarization of testing instruments used is included. (JD)

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IMPLEMENTATING A MODEL FOR EVALUATION OF TEACHER PREPARATION PROGRAMS: RESULTS FROM TWO GEORGIA INSTITUTIONS

John R. Adams, Ed.D.

Randy F. Elmore, Ed.D.

Department of Elementary and Special Education

Georgia Southern College

Statesboro, Georgia

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ABSTRACT

Implementing a Model for Evaluation of Teacher Preparation Programs: Results from Two Georgia Institutions is a report on the cooperative effort between Georgia Southern College and the University of Georgia to evaluate teacher education programs.

A description is given of the evaluation model utilized and specific instrumentation employed. Comparisons are made of recent results from the two institutions and implications are given for program improvement.

IMPLEMENTING A MODEL FOR EVALUATION OF TEACHER PREPARATION PROGRAMS: RESULTS FROM TWO GEORGIA INSTITUTIONS

Introduction

A comprehensive plan to investigate the role that programmatic variables and student characteristics play in determining teacher effectiveness was implemented by the Program Research and Evaluation Committee (PRECO) at the University of Georgia (UGA) in 1974. This work continued until 1978 when the Georgia Professional Standards Commission created the Professional Programs Evaluation Project to evaluate teacher preparation throughout the state of Georgia. A thrust of that project was to identify representative teacher education institutions in Georgia to participate in the Project (Johnson, Ellett and Segal, 1979). In the first phase of implementation, Georgia Southern College (GSC) was selected to cooperate with UGA and during Winter Quarter 1980, the longitudinal model developed at UGA for teacher education evaluation was expanded to GSC. Plans are to invite the participation of additional institutions in other regions of the state.

The model for evaluation presently utilized at GSC and UGA includes the following areas of investigation: (a) personal characteristics of preservice teachers; (b) components of programs in professional sequences; (c) settings in which field and campus experiences occur; (d) procedures for monitoring progress of preservice teachers;

Portions of the GSC School of Education investigations in this report were funded by the Professional Program Evaluation Project.

(e) procedures for program improvement; (f) performance of pupils taught by preservice teachers; and (g) long-range effects of teacher education programs on graduates (Hawn, Cryan, and Johnson, 1975).

Personal characteristics data for more than 300 UGA students were collected from 1974-1977 and data for more than 134 entering GSC students were collected in 1980. The following battery of instruments were utilized (descriptions of these instruments are contained in Appendix B): (a) Entering Student Information Inventory (demographic data); (b) Sixteen Personality Factor Questionnaire (16PF); (c) California Test of Mental Maturity (CTMM) (UGA only); (d) Personal Beliefs Inventory (PBI); (e) Teacher Practices Inventory (TPI); (f) Dogmatism Scale (D Scale); (g) Value Survey; (h) UGA Semantic Differential Inventory (UGA only); and (i) the Estimate of Self Competence (ESC) (GSC only) (Pool, Elmore and Hawn, 1977).

Information is being collected regarding the performance of student teachers and graduates in field settings primarily through the use of the Teacher Assessment Instrument (TAI). Some progress has been made at UGA to evaluate components of the instructional program. Work is needed at GSC to define program elements and examine relationships between these factors and outcomes such as preservice and inservice teacher performance in various domains.

In the following sections, data collected from students entering teacher education at Georgia Southern College during 1980 will be summarized.

Personal Characteristics of GSC Students, 1980

A brief discussion of the results for each instrument, including a comparison of GSC and UGA data, is given in the following sections.

The Entering Student Basic Information Form

A longitudinal investigation into the characteristics and effectiveness of teachers and teacher education programs necessitated the collection and availability of a complete set of descriptive entry data for each student.

The Entering Student Basic Information Form is a twenty-seven item instrument. Most of the responses are provided by the students in group sessions. The items include:

a. Name
b. Identification number
c. Sex
d. Race
e. Year of birth
f. Place of birth (state)
g. Marital status
h. Number of children
i. Parent's occupational status
j. Date he/she entered the GSC teacher education program
k. Area of teacher education (i.e., early childhood, upper elementary, secondary, exceptional child, etc.)
l. Siblings
m. Name of program advisor
n. If a transfer student from another college, information concerning the transfer
o. Experiences working with children
p. Self-judged condition of his/her own health
q. Attitude toward the teaching of particular school subjects
r. Career aspirations
s. Exceptionalities (i.e., gifted, handicapped)

Items of information obtained from other sources also included on the inventory are:

a. Total number of accumulated college credits at time of admission to the program

b. Cumulative college grade-point average at time of admission to the program
c. Scholastic Aptitude Test (scores from high school)
d. Cumulative high school grade-point average at graduation
e. Scores obtained on the Georgia Regents Examinations (statewide examinations for all sophomores in state-supported colleges and universities in Georgia)

Table 1, Appendix A, summarizes and compares data from the Entering Student Basic Information Form for GSC and UGA students. The results are based upon a sample of 134 students entering GSC during 1980 and 106 entering UGA during the 1975-76 school year.

Most GSC students were females (80%) who were born in Georgia (69%) and who were in excellent health (71%).

Comparisons between GSC and UGA students indicated that: more GSC students are native Georgians (69% to 54%); UGA students appear to be from higher socio-economic backgrounds; more students transfer to UGA (43% to 48%); achievement scores appear to be somewhat higher for UGA students (i.e., GPA, SATV, SATM); both institutions have similar prior experience with children; and more GSC students participate in college leadership activities (37% to 28%).

Summaries and comparisons of the results of the 16PF questionnaire are presented in Table 2, Appendix A. The letters used as indicators for the 16 factors are the same as those used on the test and in the handbook (Cattell, et al., 1970). The names given in Figure 1, Appendix C, are the technical referents; those in parentheses are less technical near-equivalents used in the handbook, where a more extensive description of each of the 16 characteristics is provided.

Table 2 shows mean scores of students entering education at GSC and UGA. Comparisons are made between scores for UGA students in 1975-76 and GSC students in 1980. Examination reveals that scores for both groups fall within a "normal" range.

Statistically significant differences existed between the two groups on factors B (Intelligence) ($p < .01$); E (Submissiveness) ($p < .05$); G (Superego Strength) ($p < .01$); Q_2 (Group Adherence) ($p < .01$); Q_4 (Relaxed-Tense) ($p < .05$).

UGA students appeared to be more intelligent, assertive and tense. GSC students were more conscientious and self-sufficient.

Personal Beliefs Inventory (PBI)

The PBI (Brown, 1962) measures the extent to which one's personal beliefs are in agreement with John Dewey's philosophy. High scores indicate high agreement and low scores indicate low agreement. A total of 134 GSC students responded to the instrument in 1980 and these scores were compared to scores for 106 students who entered teacher education at UGA in 1975-76. As Table 3 indicates, the GSC and UGA students are similar in their personal beliefs relative to Dewey's. No significant difference existed between their scores.

Teacher Practices Inventory (TPI)

To determine the general nature of educational beliefs of entering students, another part of the Experimental Scale, the TPI (Brown, 1962) was used in the current investigation.

Consistent with procedures for the PBI, respondents are requested to indicate on a six-point scale the extent of agreement each statement has with their own beliefs; scoring is congruent with the PBI, high scores indicate relative agreement with Dewey and low scores indicate a measure of disagreement. During 1980, 134 GSC students responded to the TPI and their scores were compared with those of 106 students who entered teacher education at UGA in 1975-76. Table 4 indicates that the mean of the group of UGA students (160.0) exceeded significantly ($p < .001$) the mean of the

GSC students (145.2). UGA students agree more with Dewey's teaching practices beliefs.

Dogmatism Scale (D Scale)

The previously mentioned PBI and TPI both were selected in an attempt to measure the content of the basic philosophical and educational beliefs of entering students. However, the investigating committee also believed it necessary to attempt to measure the structure of these beliefs. A review of previous investigations relative to teacher education led to the selection of the Dogmatism Scale (D Scale) for this purpose.

Table 5 indicates that the mean for the 134 GSC students in 1980 was 139.5. A comparison of this score with the mean (143.4) for 106 students entering teacher education in 1975-76 at UGA revealed that no significant difference existed regarding levels of dogmatism.

Conculsions

Comparisons were made, after one year of collaborative investigation, of scores of teacher education students entering programs at Georgia Southern College and University of Georgia. Major findings were that more students at Georgia Southern College were female and more were transfers at University of Georgia. Students at University of Georgia possessed higher achievement scores and, according to the 16 PF, were more intelligent, assertive and tense and Georgia Southern College students possessed lower achievement scores and were found to be more conscientious and self-sufficient. No significant differences existed between Georgia Southern College and University of Georgia students in terms of PBI scores. However, University of Georgia students appeared to be significantly more in agreement with Dewey's teaching practices

beliefs on the TPI. No significant differences existed between Georgia Southern College and University of Georgia students in levels of dogmatism. Future studies will investigate further the characteristics of students in teacher education programs at the two institutions.

APPENDIX A

TABLES

Table 1

Summary of School of Education
Entering Student Data 1980

Category	GSC	UGA
Sex:		
Female	80%	
Male	20%	
Place of Birth:		
Georgia	69%	54%
Other States	31%	
Health:		
Excellent	71%	
Good	26%	
Fair	1.5%	
Parents' Occupational Status		
Category: 1	35.1%	
2	57.5%	80%
3	2.2%	
Transfer Students:	43%	48%
Entering Grade Point Average to School of Education:	2.5	2.8
High School GPA:		
High School SAT:		
Verbal (Mean)	403.4	434
Math (Mean)	420.92	458
Prior Work with Children:		
Babysitting	84%	
Church School	62%	
Summer Camp	25%	
Teach Aide/Paraprofessional	57%	
Substitute Teacher	11%	
Course Related Work	34%	
Other Work With Children	29%	
College Leadership Activity:		
Yes	37%	28%

*Complexity of skills according to the Dictionary of Occupational Titles.

Table 2

16 PF Means, Standard Deviations, and t-Scores for Entering Education Students at Georgia Southern College and the University of Georgia

16 PF Factors	Georgia Southern College $\bar{x}$	S.D.	University of Georgia $\bar{x}$	S.D.	t-Score
A	5.6	1.7	5.5	1.7	.45
B	5.5	1.8	6.1	1.9	2.49**
C	5.7	2.0	5.8	1.9	.39
E	5.8	1.9	6.3	2.0	1.97*
F	6.0	1.9	6.4	2.0	1.58
G	6.7	2.0	6.1	1.8	2.40**
H	6.2	1.9	6.2	2.2	.00
I	6.2	1.9	6.4	2.2	.75
L	5.6	2.0	5.3	2.0	1.15
M	5.0	1.8	4.8	2.0	.81
N	5.6	1.8	5.3	2.0	1.22
O	5.6	1.9	5.9	2.0	1.18
Q_1	4.4	1.8	4.7	2.2	1.16
Q_2	5.2	2.0	4.4	2.4	2.80**
Q_3	6.5	1.9	6.3	2.2	.75
Q_4	5.2	2.0	5.7	2.1	1.87*
N =	134		106		

* $p < .05$
** $p < .01$

Table 3

Results of Personal Beliefs Inventory Comparing Scores for Students Entering Education at Georgia Southern College and the University of Georgia

Group	Mean	S.D.	DF	t
GSC_a	130.3	13.8	237	.81
UGA_b	131.4	13.1		

N_a = 133

N_b = 106

Table 4

Results of Teacher Practices Inventory Comparing Scores of Students Entering Education at Georgia Southern College and the University of Georgia

Group	Mean	S.D.	DF	t
GSC_a	145.2	16.6	238	6.07***
UGA_b	160.0	20.9		

N_a = 134

N_b = 106

*** $p < .001$

Table 5

Results of D Scale Comparing Scores of Students Entering Education at Georgia Southern College and the University of Georgia.

Group	N	Mean	S.D.	DF	t
GSC	134	139.5	16.6	238	1.63
UGA	106	143.4	20.3		

Table 6

Median Scores of Instrumental Values on Rokeach Value Survey for Students Entering the School of Education at GSC Compared With Students Entering the School of Education at UGA

Instrumental Values	GSC		UGA	
AMBITIOUS	9.26	(9)	9.50	(9)
BROADMINDED	9.33	(10)	8.13	(4)
CAPABLE	9.42	(11)	8.93	(8)
CHEERFUL	9.06	(8)	8.65	(7)
CLEAN	8.21	(6)	10.88	(15)
COURAGEOUS	9.45	(12)	8.50	(6)*
FORGIVING	7.96	(4)	8.50	(6)*
HELPFUL	7.33	(1)	7.50	(1)
HONEST	8.04	(5)	7.94	(3)
IMAGINATIVE	7.91	(3)	8.20	(5)
INDEPENDENT	7.60	(2)	9.50	(9)
INTELLECTUAL	10.91	(16)	9.94	(11)
LOGICAL	10.55	(17)	9.90	(10)
LOVING	8.46	(7)	7.83	(2)
OBEDIENT	10.56	(18)	10.60	(13)
POLITE	9.82	(13)	10.70	(14)
RESPONSIBLE	10.14	(14)	11.89	(16)
SELF-CONTROLLED	10.16	(15)	10.24	(12)

Numbers in parentheses represent rank-order of values of each group.

* Values that had identical scores.

Table 7

Median Scores of Terminal Values on Rokeach Value Survey for Students Entering the School of Education at GSC Compared with Students Entering the School of Education at UGA

Terminal Values	GSC		UGA	
COMFORTABLE LIFE	13.55	(16)	13.55	(17)
EXCITING LIFE	10.21	(13)	9.86	(12)*
SENSE OF ACCOMPLISHMENT	10.13	(12)*	10.97	(14)
A WORLD AT PEACE	9.67	(9)	9.20	(10)
A WORLD OF BEAUTY	9.70	(10)	9.68	(11)
EQUALITY	10.13	(12)*	9.86	(12)*
FAMILY SECURITY	9.50	(8)	8.50	(8)
FREEDOM	8.63	(6)	7.93	(4)
HAPPINESS	8.77	(7)	8.83	(9)
INNER HARMONY	8.31	(4)	8.39	(7)
MATURE LOVE	10.67	(15)*	7.68	(3)
NATIONAL SECURITY	8.33	(5)	6.90	(1)
PLEASURE	7.64	(3)	7.50	(2)
SALVATION	7.25	(1)	8.10	(5)
SELF-RESPECT	7.33	(2)	10.67	(13)
SOCIAL RECOGNITION	9.88	(11)	8.30	(6)
TRUE FRIENDSHIP	10.67	(15)*	11.56	(15)
WISDOM	10.63	(14)	11.78	(16)

Numbers in parentheses represent rank-order of values for each group.

*These values had the same rank-order.

APPENDIX B

SUMMARIZATION OF INSTRUMENTS

Appendix B

The GSC Entering Student Basic Information Forms

The Entering Student Basic Information Form was designed to obtain the following information: (a) biographic and demographic information; (b) data regarding career-related experience and career aspirations; (c) expectations regarding teaching strengths and weaknesses; and (d) type of program in which the student is enrolled within the Division.

Sixteen Personality Factor Questionnaire (16PF)

According to Cattell, et al. (1970), the 16PF "is designed to make available, in a practicable testing time, information about an individual's standing on the majority of primary personality factors. . . in the human personality sphere. . ."

A multiple-choice instrument with 187 items, the 16PF can be administered to groups as well as individuals. It is intended for young adults and requires about 45 minutes to complete. (Scoring sorts for two sets of eight factors and the score for each factor is a standard summation).

Personal Beliefs Inventory (PBI)

The PBI consists of 50 general philosophical statements taken from the writings of John Dewey. Twenty of these statements express ideas compatible with Dewey's philosophy, the other twenty express ideas incompatible with his philosophy.

Although some studies utilizing the PBI have separated the 40 items into two randomly arranged forms of twenty items each, it was decided to

authoritarianism, i.e., the rigidity of a respondent's beliefs concerning people and ideas, independent of a particular ideology. When D Scale scores have been listed along with PBI and TPI scores, ". . . findings would indicate that the experimentalism inventories measure something that Rokeach's Dogmatism Scale does not, and vice versa" (Brown, 1968). Additionally, since the D Scale has been used extensively with college students, findings from the present investigation may be compared with similar studies conducted at other institutions.

The D Scale contains 40 statements and is designed to be administered to groups as well as to individuals. Respondents are asked to indicate, on a six-point scale, how much they agree or disagree with each statement. The score earned by a respondent is the summation of responses to all items; a higher score indicates a higher level of dogmatism, more closedness and greater rigidity, with a lower score indicating a lower level of dogmatism, more openness, and greater flexibility, in the structure of a respondent's belief system.

Value Survey

The Value Survey, Form D, is a projective test, simple in design and economical to administer to groups or individual. It consists of two lists of 18 alphabetically arranged value referents. One list contains terminal values which are related to life goals both social and personal in orientation (e.g., "salvation," "family security," and "a world at peace") while the other list contains instrumental values which are related to life styles involving competence and morality (e.g., "honest," "logical," and "clean").

Respondents are instructed to arrange the values in each list in order of personal importance. The procedures assumes an importance exists in the relative ordering of values rather than in the presence or absence of any particular value. It does not assume that the two lists contain values which would be most important to every individual. The values in both lists would generally be considered socially desirable.

The instrument does not yield a conventional score. The rank-order procedure is ordinal, with each item capable of independence of meaning. Median scores were derived to describe group rankings.

Estimate of Self-Competence (ESC)

The Estimate of Self Competence is a scale which purports to measure "generalized expectancy of task success, a trait which is presumed to reflect persons' beliefs regarding their likelihood of success in task situations . . ." (Motowidlo, 1979).

Respondents are instructed to mark a five-step scale from almost never to almost always for 10 specific and two global items. High scores are associated with high sense of efficacy (SOE) and low scores reflect low SOE.

APPENDIX C

Primary Source Traits Identified by the 16PF

Factor Referent	Characteristic for Low Score	Characteristic for High Score
A	Sizothymia (Reserved, detached)	Affectothymia (Warmhearted, outgoing)
B	Low Intelligence (Dull)	High Intelligence (Bright)
C	Emotional Instability (Affected by feelings)	Higher Ego Strength (Emotionally stable)
E	Submissiveness (Humble)	Dominance (Assertive)
F	Desurgency (Sober, taciturn)	Surgency Enthusiastic (Happy-go-lucky)
G	Low Superego Strength (Expedient)	Superego Strength (Conscientious)
H	Threctia (Shy, timid)	Parmia (Adventurous, socially bold)
I	Harria (Tough-minded)	Premisa (Tender-minded)
L	Alaxia (Trusting)	Protension (Suspecting)
M	Praxernia (Practical)	Autia (Imaginative)
N	Naivete (Forthright, unpretentious)	Shrewdness (Astute, worldly)
O	Untroubled Adequacy (Placid, self-assured)	Guilt Proneness (Apprehensive, self-reproaching)
Q_1	Conservatism of Temperament (Respecting established rules)	Radicalism (Experimenting, liberal)
Q_2	Group Adherence (Group dependency) ("a joiner")	Self-sufficiency (Resourceful, prefers own decisions)
Q_3	Low Self-sentiment Integration (Uncontrolled)	High Strength of Self-sentiment Controlled, exacting willpower)
Q_4	Low Ergic Tension (Relaxed, tranquil)	High Ergic Tension (Tense, frustrated)